

Restorative Community Pathways

2022 Data Summary
Quarter 3

The following summary is intended to support transparency and ongoing learning for Restorative Community Pathways. It includes narrative and quantitative data from July through September 2022.

DCHSData@kingcounty.gov
Prepared 11/15/2022

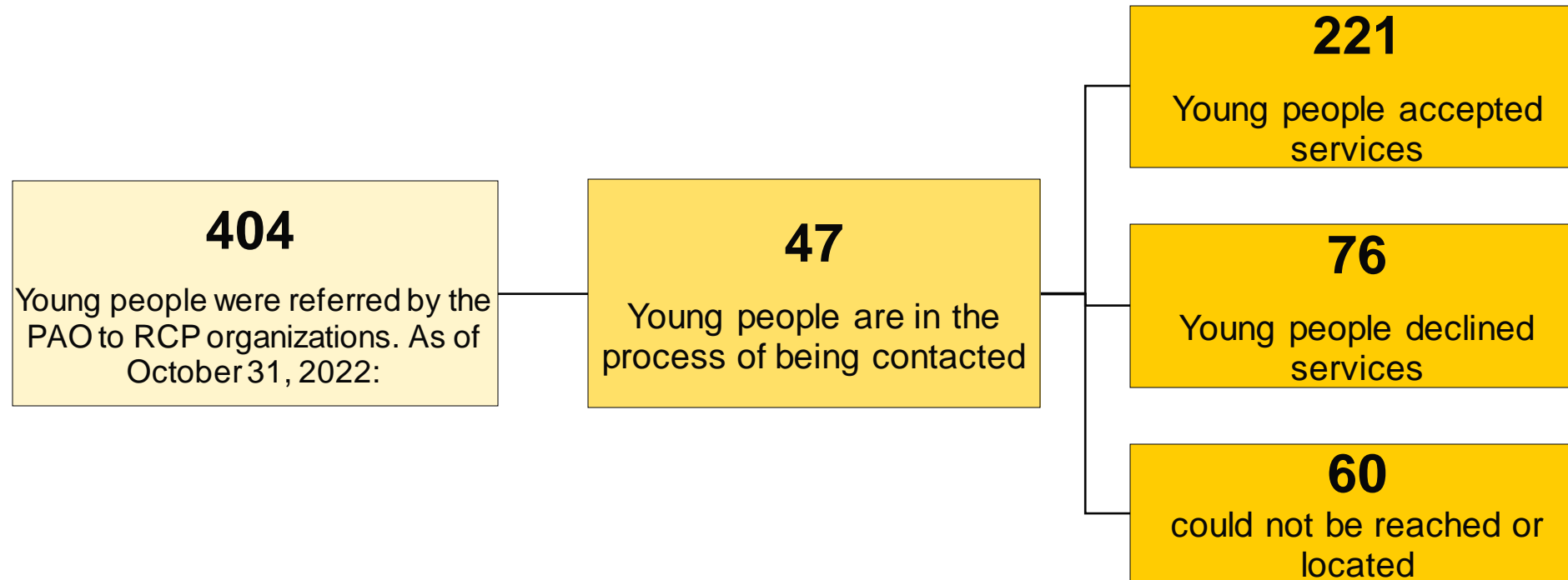
 King County

DCHS

Department of Community
and Human Services

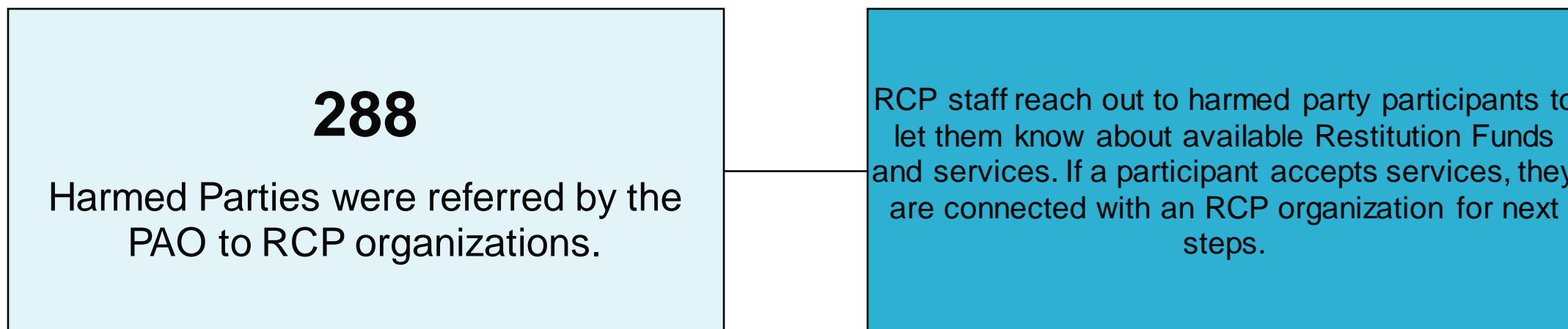
Youth Referrals Summary

The following data summarize youth referrals that took place between November 2021 and September 2022.



Harmed Party Referrals Summary

The following data summarize harmed party referrals between November 2021 and September 2022.



Support Funds Summary

The following is a summary of the Youth and Family Fund and Restitution Fund between November 2021 and September 2022.

\$132,535,38

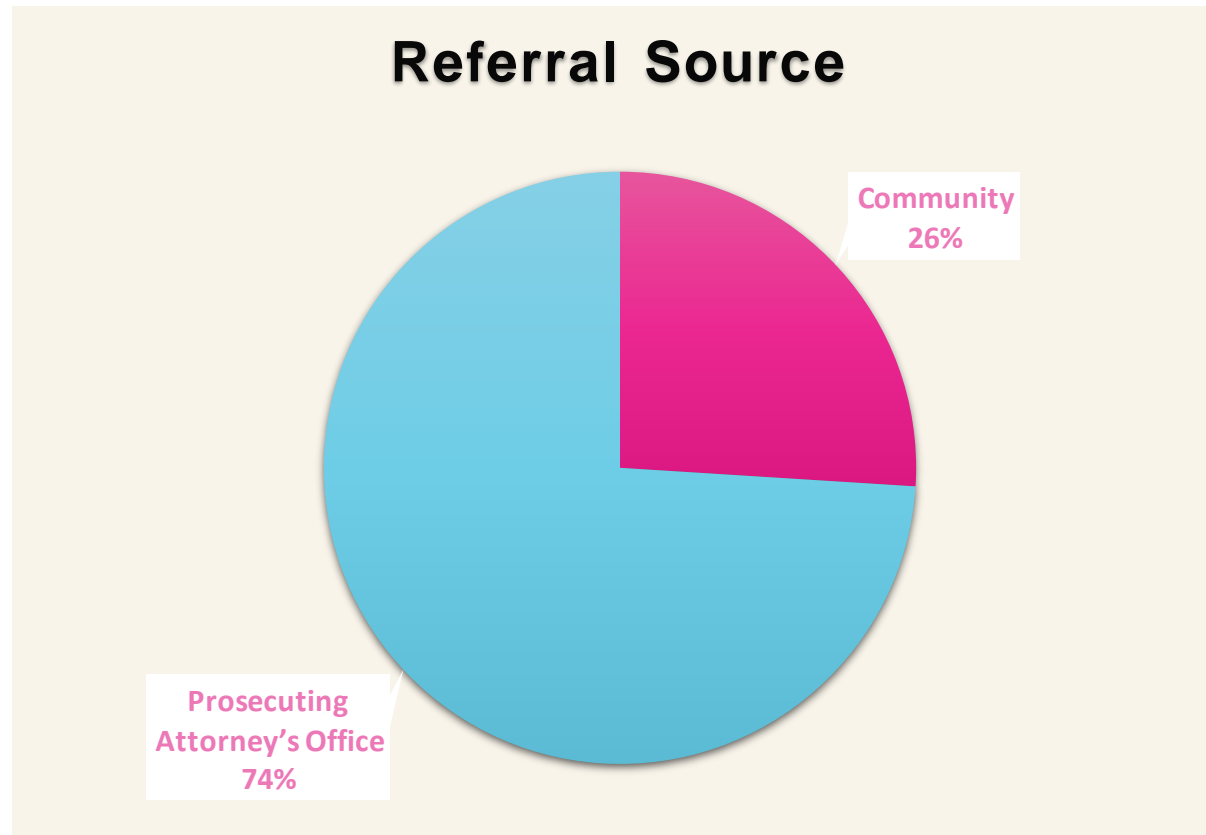
Youth and family funds
distributed to **194**
organizations

\$15,165.74

Restitution funds
distributed to **15**
individuals

Program Participation

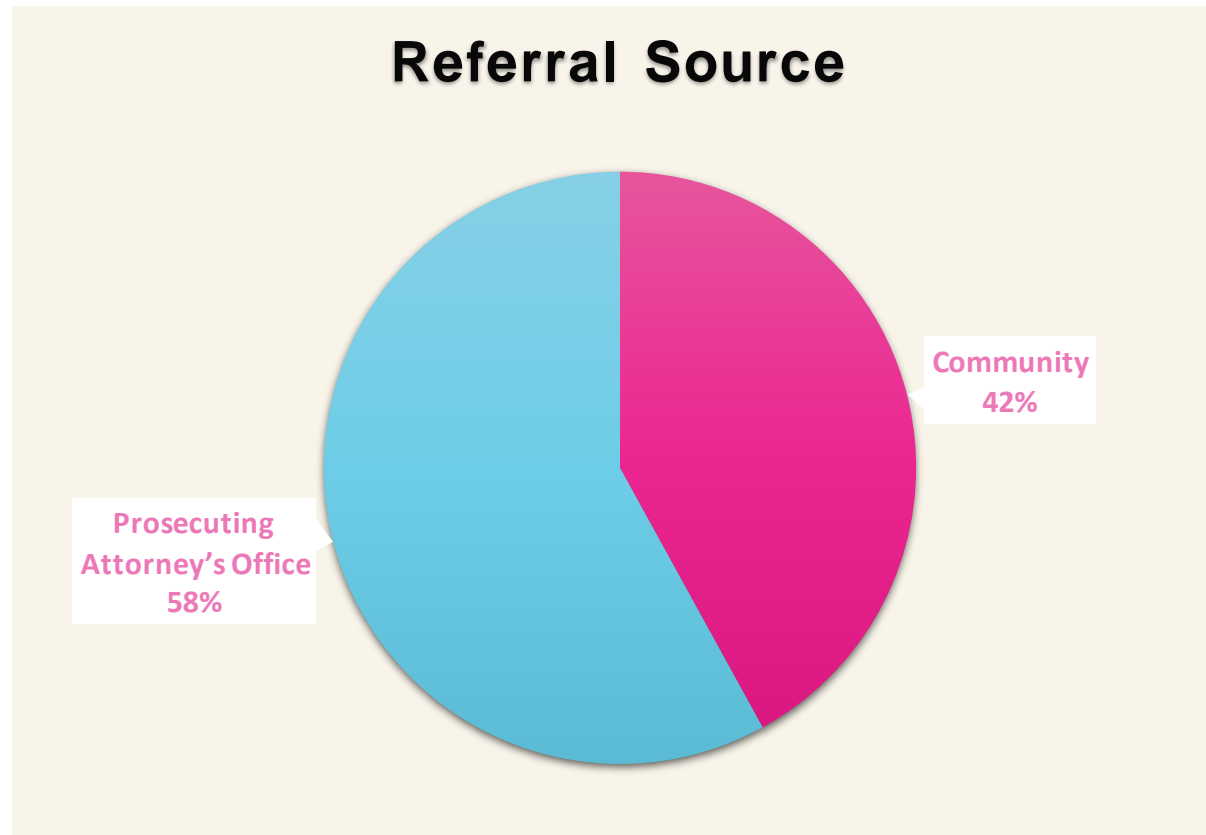
383 total young people were served.



This summary provides a snapshot of this quarter's data but does not provide accurate year-to-date information. It is not intended to approximate an annual report. Questions? Contact DCHSData@kingcounty.gov.

Program Participation

98 total community members who experienced harm were served.



This summary provides a snapshot of this quarter's data but does not provide accurate year-to-date information. It is not intended to approximate an annual report. Questions? Contact DCHSData@kingcounty.gov.



Image Credit: www.restorativecommunitypathways.org

Emerging Themes

Restorative Community Pathways organizations submit quarterly narratives that help tell the story behind the numbers. Questions ask about successes, challenges, and program changes. The following slides include themes and quotes to summarize RCP programming from July through September 2022.

Building Systems and Capacity

- Programs continued to **refine referral processes** to reach young people more effectively and make RCP services accessible. One provider shared:

“Regarding outreach to new referrals, we have worked diligently to create consistent messaging and protocol for our team to use to increase trust in the program and consistency in our messaging. This has included creating infographics, digital business cards, outreach text message and call scripts, selecting articles to pass along to potential participants, and home visit protocols for facilitators.”

- RCP staff also created a more streamlined and timely process for accessing the **Restitution Fund and Youth and Families Fund**, which will help all participants receive the supports they need.

Program Changes and Improvements

- **Programs incorporated feedback and adapted services to meet young people's needs.** Examples of these changes include:
 - Forming partnerships with behavioral treatment centers to support participants experiencing addiction.
 - Creating youth-led opportunities for program facilitation.
 - Shifting program focus to more individual case management.
 - Meeting with school partners to assist with skill development and pathways toward education and employment.
 - Developing resources and education materials to help young people get connected to other services or basic needs.

Navigating Challenges

- Upon receiving referrals, participants' **contact information is often inaccurate or out of date**. This creates a communication barrier and can delay services. Establishing trust with families also takes time and intentionality.
- Young people continue to face **financial and systemic barriers** such as housing, transportation, education support, and substance use.
- Program staff have **limited capacity**, especially within organizations that do not have Community Navigators.¹ Many staff are taking on additional responsibilities in order to problem solve or reach young people.

¹Community Navigators are staff who connect youth and their families to resources and services, as well as helping youth achieve goals in their action plan. They often have lived experience with navigating the system and are involved with community issues.

Successes and Celebrations

Programs celebrated achievements such as young people completing the program, college acceptances, and healing from harm. One story highlight is below:

“A Harmed party youth had experienced a fight with another youth at school, she had been in Seattle for about two years now and since connecting with her community navigator she has jumped into programming with one of the organizations within our consortium... [RCP] helped with a moving transition, homecoming dress, extra support to her family. She continues to be super active in the program and expressed not wanting to leave. [She shared:] *‘it’s had a very good impact on me. It’s opened up new activities I didn’t know about [and] got me involved with my community. And it’s been a really good way to experience new things since I’m new to the city.’*”

1 Community Navigators are staff who connect youth and their families to resources and services, as well as helping youth achieve goals in their action plan. They often have lived experience with navigating the system and are involved with community issues.

Successes and Celebrations

Programs celebrated achievements such as young people completing the program, college acceptances, and healing from harm. Two participants shared about their experience:

“My appreciation for [the program] is how we were able to talk and ask questions we were never able to or have the space to. I’m looking forward to being a [program] facilitator apprentice because I know how much this circle helped me understand my emotions more and understand the people around me. I think that this circle is so useful and important for black and brown youth.”

“The biggest takeaway from [the program] for me is the community that was created by participants and facilitators by being open, honest and vulnerable throughout the program. I want to be a facilitator apprentice for [the program] because I have experienced what the program is and want to take part in shaping what it will be. I am looking forward to seeing how I add to the curriculum.”



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